1. **Title of the module**

BUSN9140 (CB904) Structure and Organisation of the E-Commerce Enterprise

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

**Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MSc Logistics and Supply Chain Management

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Understand successful business and organisational models of firms in the era of E-Commerce

8.2 Analyse how Internet technologies affect the application of these models and apply this analysis to real (or “realistic”) organisations

8.3 Plan the implementation of organisational change to embed new technology in business strategy, processes and work practices.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Select, organise, develop and synthesise complex material

9.2 Analyse problems and the identify appropriate solutions

9.3 Plan work and study independently and use relevant resources.

9.4 Communicate, coordinate and perform effectively in a team environment (both face to face and virtual).

1. **A synopsis of the curriculum**

The purpose and aims of the module are to:

Identify successful business and organisational models in the e-commerce/digital business era

Show how firms can develop organisational capabilities to execute these models successfully

Explain the importance of organisational structure, leadership and management for digital transformation

Demonstrate the importance of understanding, analysing, designing, developing and integrating business processes as well as data to achieve greater organisational effectiveness

Illustrate the vital role of technology in enabling success in the digital era.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

The main textbooks are:

Prahalad, C.K. and Krishnan, M.S. (2008) The New Age of Innovation: Driving Co-created Value Through Global Networks, London: McGraw-Hill Professional

Shane, Scott (2009) Technology Strategy for Managers and Entrepreneurs, Harlow: Pearson Prentice Hall

Other useful books are:

Chen, S. (2005) Strategic Management of e-Business (2nd ed.), Chichester: John Wiley & Sons

Child, J. and Faulkner, D. (1998) Strategies of Co-operation, Oxford: Oxford University Press

Davenport, T. and Prusak, L. (1998) Working Knowledge: How Organizations Manage What They Know, Boston, Mass.: Harvard Business School Press

Jelassi, T. and Enders, A. (2005) Strategies for e-Business – Creating Value through Electronic and Mobile Commerce, Concepts and Cases, London: FT Prentice Hall

Storey, J. ed. (2001) Human Resource Management - A Critical Text (2nd ed.), London: Thomson Learning

Willcocks, L. et al. (2000) Moving to E-Business, Chatham: Random House

(out of print but there are some copies in the library)

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

5 online MCQ quizzes (15%)

Online seminar contributions (15%)

Individual essay – 2500 words (70%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Lectures* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminars* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| *Online MCQ quizzes* | **x** | **x** |  | **x** | **x** | **x** |  |
| *Online seminar contribution* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Essay* | **x** | **x** | **x** | **x** | **x** | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

There is an international dimension to the subject content as e-commerce involves cross-border activities. Also, online seminars involve group work where the groups are made up of students from different countries and cultures thus enabling intercultural communication, collaboration, competence and understanding to be developed.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 06/07/2017 | Minor | January 2018 | 10 |  |
|  |  |  |  |  |

Revised FSO Jan 2018